Mississippi Outcomes for Intellectually Gifted Education Programs

Fourth Grade

Thinking Skills

1 Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

1 METACOGNITION

1 Observe, analyze, and apply abstract thinking skills TS 4.1

2 Develop hypothetical questions to explore possibilities TS 4.2

3 Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences TS 4.3

2 CONVERGENT THINKING

4 Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies TS 4.4

5 Utilize analogical reasoning to create analogies using multiple categories TS 4.5

6 Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions TS 4.6

3 CRITICAL THINKING

7 Utilize intuitive thinking to deepen understanding and analyze varying perspectives TS 4.7

8 Discuss and analyze events and issues for problem identification TS 4.8

9 Assess the organization, content, value, effectiveness, and results of actions/decisions. TS 4.9

10 Appraise implications and consequences of personal actions and decisions TS 4.10

Creativity

1 Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

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1 CREATIVE THINKING Williams Model: Cognitive Domain

1 Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem CR 4.1

2 Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem CR 4.2

3 Apply originality in generating original ideas or alternative solutions to given problems CR 4.3

4 Elaborate on identified ideas, thoughts, products or plans to solve a given problem CR 4.4

2 CREATIVE THINKING Williams Model: Affective Domain

5 Apply curiosity in compiling questions to be answered to solve a given problem CR 4.5

6 Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem CR 4.6

7 Apply complexity of thought to organize logical steps needed to solve a given problem CR 4.7

8 Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem CR 4.8

9 Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem CR 4.9

1 Identify and define a problem CR 4.9.1

2 Gather ideas and data CR 4.9.2

3 Brainstorm aspects of the problem CR 4.9.3

4 Identify underlying problems or subproblems CR 4.9.4

5 Produce alternative solutions CR 4.9.5

6 Develop criteria for judging solutions CR 4.9.6

7 Evaluate alternative solutions using the criteria CR 4.9.7

8 Select and implement chosen solutions. CR 4.9.8

3 CREATIVE EXPRESSION

10 Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter CR 4.10

11 Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest CR 4.11

Information Literacy

1 **Given a real-life situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.**

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1 INFORMATION LITERACY

1 Conduct experiments and investigations by effectively utilizing the Scientific Method IL 4.1

2 Assemble information by utilizing effective survey techniques IL 4.2

3 Create and visually organize information using charts, tables, graphs, evidence, or patterns IL 4.3

4 Justify conclusions and generalizations based upon data gathered through research IL 4.4

Success Skills

1 **Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.**

1 DECISION MAKING AND PROBLEM SOLVING SKILLS

1 Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions SS 4.1

2 CAREER EXPLORATION

2 Identify career options through experiences and interviews with experts in the field and career counselors SS 4.2

3 LIFE SKILLS

3 Demonstrate the ability to establish budgets and manage money in a variety of situations SS 4.3

4 COLLABORATION SKILLS

4 As a group leader, effectively work with group members to establish goals and objectives for successful collaboration SS 4.4

5 As a group member, work collaboratively to achieve a common goal SS 4.5

Affective (Social and Emotional) Skills

1 **As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.**

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1 AFFECTIVE SKILLS

1 Demonstrate an understanding of and reflect upon personal gifted characteristics AS 4.1

2 Demonstrate an understanding and assess the social, emotional and academic implications of giftedness AS 4.2

3 Identify sources and possible solutions of stress and anxiety AS 4.3

4 Develop and model self-discipline AS 4.4

5 Show evidence of delayed gratification and impulse control AS 4.5

6 Demonstrate respect and empathy for others AS 4.6

Communication Skills

1 **Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.**

1 SPEAKING

1 Communicate complete thoughts and information with clarity to an appropriate audience CM 4.1

2 Give precise instructions for complex tasks and selfevaluate utilizing preset criteria CM 4.2

3 Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria CM 4.3

2 LISTENING

4 Demonstrate effective listening behaviors in formal and informal settings CM 4.4

5 Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class CM 4.5

6 Listen to oral directions for understanding and organize directions for complex tasks CM 4.6

3 WRITING

7 Analyze the writing style of scripts (commercials, plays, etc.) CM 4.7

8 Create scripts (commercials, plays, etc.) to communicate ideas and feelings CM 4.8

9 Utilize dialog to develop characters CM 4.9